DOCUMENT RESUME

ED 061 343 UD 012 157

AUTHOR Barker, Anna E.; And Others
TITLE Evaluative Report on the Educational Component of the Atlanta Model Cities Program. Research and Development Report, Volume 5, Number 5, October 1971.
INSTITUTION Atlanta Public Schools, Ga.
PUB DATE Oct 71
NOTE 64p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Academic Achievement; Attendance Services; Communication Skills; Community Schools; *Compensatory Education; Dropout Prevention; *Educational Programs; Extended School Day; Preschool Programs; *Program Evaluation; Public School Adult Education; Pupil Personnel Services; Urban Education
IDENTIFIERS Atlanta; Georgia; *Model Cities Proram

ABSTRACT

The Educational Component of the Model Cities Program was designed to meet the needs stated by the residents of the Model Neighborhood Area to increase attendance and achievement of students, decrease dropouts, provide some day care services, and lower adult illiteracy and unemployment. Basically, the strategy employed to meet these needs was to offer an educational program that was both attractive and relevant to the residents. The Preschool Program provides both day care service and increasing achievement. The Extended Day Activities appear to be accounting for an additional increase in attendance above that created by the rest of the Model Cities Projects. The Communication Skills Laboratories are increasing the abilities to communicate and understand communication in Model Neighborhood Area students who were even more deficient than their peers to begin with. The Community Schools have provided a range of innovative classes, from those classifiable as enrichment through those that are vocationally oriented. The pupil service provided under the heading of Teacher Pupil Services was that offered by the social workers and attendance aides whose primary objective is to increase attendance. (Author/JM)

ED 061343

RESEARCH AND DEVELOPMENT REPORT

Vol. V, No. 5 October, 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EVALUATIVE REPORT ON THE EDUCATIONAL COMPONENT OF THE ATLANTA MODEL CITIES PROGRAM 1970-71

Prepared by

Division of Research and Development

Mrs. Anna E. Barker,
Research Assistant

Miss Alice Chalmers, Jack Hart, Miss Ann Meriwether,
Statisticians

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development

Dr. John W. Letson
Superintendent

Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia

UD012157

TABLE OF CONTENTS

	Page
SUMMARY	v
PRESCHOOL PROGRAM	1
EXTENDED DAY PROGRAM	16
COMMUNICATION SKILLS LABORATORIES	24
COMMUNITY SCHOOLS	34
TEACHER-PUPIL SERVICES	40
Social Services	41
Lead Teacher Activities	49
Inservice Training	56

LIST OF TABLES

Number		Page
I.	Individual Conferences Held and Group Activity Participation by Parents, Four Preschool Classes, Atlanta Model Cities Schools, October, 1970 - April, 1971	4
II.	Summary of Responses to Survey of Parents and Guardians of Preschool Students, Atlanta Model Cities Schools, May, 1971	5
III.	Basecheck Performance Levels Based on 122 Atlanta Preschool Children, Atlanta Model Cities Schools, April 1971	8
IV.	Population Means and Variances for Basecheck Categories, 122 Preschool Children, Atlanta Model Cities Schools, Tested October, 1970 and April, 1971	9
V.	Letter Rating by Class, Basecheck Pretest (T_1) and Posttest (T_2), 122 Preschool Children, Atlanta Model Cities Schools, 1970-71	10
VI.	Chi-Square Analysis of Sex Differences in Performance on MRT, Selected Kindergarten Children, Atlanta Model Cities Schools, May, 1970	13
VII.	Chi-Square Analysis of Age Differences in Performance on MRT, Selected Kindergarten Children, Atlanta Model Cities Schools, May, 1971	13
VIII.	Chi-Square Analysis of Preschool Experiences in Performance on MRT, Selected Kindergarten Children, Atlanta Model Cities Schools, May, 1971	13
IX.	Chi-Square Analysis of Class Size in Performance on MRT, Selected Kindergarten Children, Atlanta Model Cities Schools, May, 1971	14
X.	Average Number per Month of Activities, Staff, and Participants, Extended Day Program, Atlanta Model Cities Schools, 1970-71	20

LIST OF TABLES (Cont'd.)

Number		Page
XI.	Per Cent of Attendance for Elementary Schools with and Without Extended Day Programs. Atlanta Model Cities Schools, September, 1967 - June, 1971	21
XII.	Chi-Square Analysis of Attitude Toward School Questionnaire, Upper Grade Extended Day, Atlanta Model Cities Schools, February, 1971	22
XIII.	Durrell Listening Scores Reported in Potential Reading Grade Equivalents for CSL Students Taking Both Pretest and Posttest, Selected Model Cities Schools, 1970-1971	30
XIV.	Stanford Diagnostic Reading Comprehension Scores Reported in Grade Equivalents for CSL Students Taking Both Pretest and Posttest, Selected Model Cities Schools, 1970-71	30
XV.	Grade Equivalent Months Gained per Month in Program from Pretest to Posttest, Selected Model Cities Schools, 1970-71	31
XVI.	Language Usage (Standard English Dialect) Scores Reported as Mean Number Correct for CSL Students Taking Both Pretest and Posttest, Selected Model Cities Schools, 1970-71	31
XVII.	Median Scores Based on Total Positive Responses, Pupil Checklist, Selected Model Cities Schools, 1970-71	32
XVIII.	Comparison of Grade Equivalents, 7th Grade City-wide Spring, 1970 MAT Scores and 8th Grade CSL Durrell and Stanford Scores, Spring, 1971	33
XIX.	Contacts by Social Workers and Attendance Aides, by Type, Atlanta Model Cities Elementary Schools, 1969-70- and 1970-71	43
XX.	Reasons Given for Absences, Atlanta Model Cities Elementary Schools, October, 1970 and March - May, 1971	44
XXI.	Referrals by Social Workers to Others, Atlanta Model Cities Elementary Schools, 1969-70 and 1970-71	45
XXII.	Per Cent of Attendance and Mobility Index, Atlanta Model Cities Elementary Schools, 1969-70 and 1970-71	46
XXIII.	Responses to Teacher Attitude Survey, Selected Model Cities Elementary Schools, 1970-71	52

LIST OF CHARTS

		Page
A.	Cumulative Frequency Curves for Basecheck Scores, Preschool Children, Atlanta Model Cities Schools, October, 1970 and April, 1971	12
B.	Per Cent of Attendance By Month, Model Cities Elementary Schools, 1968-69, 1969-70, 1970-71	47

SUMMARY

The Educational Component of the Model Cities Program was designed to meet some stated needs from the residents of the Model Neighborhood Area. These needs were to increase attendance and achievement of students, decrease dropouts, provide some day care services, and lower adult illiteracy and unemployment. Basically, the strategy employed to meet these needs was to offer an educational program that was both attractive and relevant to the residents.

The Preschool Program serves a role in both providing day care service and increasing achievement. This year a sample of those kindergarten students who were part of the first preschool group did perform at a significantly higher level on a school readiness test than did those in a sample who had not had preschool experiences. A survey of mothers and guardians of this year's preschoolers indicated that having this day care service available had enabled about three fourths of the mothers to seek or keep employment.

The Extended Day Activities appear to be accounting for an additional increase in attendance above that created by the rest of the Model Cities Projects. As length of time in participating in this program increases, the attitude towards school becomes more positive.

The ability to communicate and to understand communication is of primary importance in today's world. The Communications Skills Laboratories are doing a significant job in increasing these abilities in Model Neighborhood Area students who were even more deficient than their peers to begin with. Significant gains of more than one month per month in program were made in both the ability to listen and to read by this year's participants. Past performance of this group indicated that they normally gained only one month for three months' instruction.

The Community Schools have some truly innovative projects underway and have provided a range of classes from those which could be classed as enrichment through those that are vocationally oriented. Each school director has tried to give the residents of the community he serves those programs they wanted and needed. No really effective measurement device beyond that of description and interpretative analysis by the directors was attempted.

A potpourri of programs is offered under the heading of Teacher Pupil Services. The key pupil service provided was that offered by the social workers and attendance aides and their primary objective is to increase attendance by facilitating communication between parents, pupils, and faculties and

by assisting pupils and their families in solving problems related to attendance and to school success. This past year found a slight decrease in attendance on the average for all Model Cities elementary schools but on an individual school basis eight of the thirteen schools did achieve an increase of at least one percent.

In teacher services, the Lead Teachers have assisted classroom teachers in the specialty areas of mathematics, reading, and early childhood education. Their efforts appear to have made a significant contribution in the skills of the teachers with whom they have worked. The In Service Training Program presents some unique problems that are discussed in detail in that section. The primary in service focus has been that of the Lead Teachers on a single school or one-to-one (in the classroom) basis. Some participation by Model Cities Teachers in more formal programs designed for system wide use did occur.

PRESCHOOL PROGRAM

I. Rationale

Providing pre-kindergarten experience for three- and four-year-old children will help to overcome the deficiencies in cognitive, perceptual, and language skills that exist in school-aged children from disadvantaged areas and will assist in preventing failures that eventually culminate in dropping out.

II. Objectives

A. Enabling Objectives

1. Orientation and training of school personnel.
2. Involvement of residents, particularly parents, and guardians of potential or actual enrollees, in the program in order that the program will be utilized.
3. Assuring that materials and supplies budgeted for the program are obtained and used.

B. Interim Objectives

1. Increasing parent-school contacts in order to help parents reinforce stimulation procedures used in school with activities in the home.
2. Providing training and consultative assistance to pre-school teachers.
3. Increasing school readiness by developing sensory and perceptual skills, motor skills, social behavior, and cognitive skills.

C. Terminal Objectives

1. Involve teachers in reviewing, selecting, and developing pre-school curricular materials which would have implications for programs in similar socio-economic settings.
2. Affect subsequent school experiences in a positive manner, both intellectually and psychologically.

III. Procedures

There are eight classes of approximately twenty children located in six of the elementary schools within the model neighborhood. The units are

staffed by a teacher (the team leader), an assistant teacher and two teacher aides. The teachers are fully certified with special training in early childhood education. The assistant teachers are required to have completed a minimum of two years of college training. The aides are community residents and are required to have a minimum of seven years of formal education; many are high school graduates.

All members of the team work directly with the children in an instructional role through small groups in skills development activities. Skill for this teaching role is improved by the para-professional's participation in on-going training, a great portion of which is conducted by the teacher during daily planning and evaluation sessions.

There is a range of eight months in the ages of these three- and four-year olds at school entry in September. All children must be four by December 31.

Effort is made to coordinate educational services with the other agencies in the Model Cities programs. Therefore, in selection of pupils, priority is given to ASDC parents who are participating in work, educational programs, or job training and have a child care need. Further, selections are made by the staff on the basis of parent interest, referrals, home visits and need.

The program is in session Monday through Friday from 7:00 a.m. until 6:00 p.m. Each day the school session begins with children choosing activity(ies) which have been planned by the staff. These activities vary from day to day and include: rest, health inspection, toileting, block building, dramatic play, looking at books, having stories read, working with crayons, paints, clay, chalk, puzzles, table games and other indoor or outdoor activities. This is followed by a snack and a total group time, which is usually conducted by the teacher. Then the children enter a work-play period which involves activities with large muscle equipment, wheel toys, balls, ropes, creative activities involving art

media, and outdoor play if weather permits. Each day there is a skills development period conducted with small groups of children. These groups are formed according to individual need and ability (the groups are not rigid and change from time to time). The focus here is on the development of skills necessary for organizing, ordering and structuring information and expressing verbal description of those processes rather than learning specific information. At eleven thirty the children and staff lunch. After lunch the children take afternoon naps. Each day during naptime, the teachers have an evaluation and planning session in which they assess their own performances in the classroom, discuss the success or failure of the activities, plan and prepare materials and activities, and analyze the progress made by each child. The children receive an afternoon snack after naptime. Some children are dismissed at this time upon the request of their parents. Other children remain for supervised free play indoors or on the playground. Many classes view Sesame Street from TV. At 6:00 p.m. all children are dismissed.

IV. Evaluation

The Preschool Coordinator has verbally stated that all of the enabling objectives were met. Not only did aides participate in the program's own training, but some are also taking part in some special workshops this summer that the CDA is providing under its Title IV-A funds.

The first interim objective of increasing parent-school contacts seems to have been accomplished. There is no real benchmark from last year since the reports requested from the staff did not include such data. This year the teachers were to keep a log on parental involvement. The following table summarizes the logs kept in four classes from late October thru mid-April.

TABLE I

INDIVIDUAL CONFERENCES HELD AND GROUP ACTIVITY PARTICIPATION BY PARENTS, FOUR PRESCHOOL CLASSES, ATLANTA MODEL CITIES SCHOOLS, OCTOBER-APRIL, 1971

Reason for Conference or Activity	Total Number	Initiated By				Method				Success			
		Teacher	Assistant Teacher	Educational Aide	Parent	School Visit	Home Visit	Telephone	Letter	Poor	Fair	Good	Excellent
A. Individual Conferences													
Health	14	9		1	4	2	4	7	1		2	8	4
General Program	24	18			6	21	2	1			3	14	7
Attendance	6	4	1	1		1	3	2		2	1	2	1
Other	12	7			5	7		2	3	1	2	8	1
Total	56	39	1	2	15	31	9	12	4	3	8	32	13
B. Group Activity													
Field Trip	16	16						16		2	2	11	1
Observation	4				4	4						4	
Party	5	2	1		2	1		1	3	2			2
PTA	8	8				6		2			1	4	3
Total	33	26	1		6	11		19	3	4	3	20	6

A questionnaire designed to reflect parental involvement as well as attitude about the preschool program was mailed to parents and guardians. The names and addresses of the parent or guardian for each of the 162 children enrolled in a preschool this year were obtained. A letter enclosing a very brief and simple questionnaire and a stamped, addressed return envelope was mailed to each name. Ten of these were returned by the post office. Of the remaining 152, responses were returned by 72 persons, or 47.3% of the population surveyed.

TABLE II

SUMMARY OF RESPONSES TO SURVEY OF PARENTS AND GUARDIANS OF PRESCHOOL STUDENTS
ATLANTA MODEL CITIES SCHOOLS, MAY, 1971

Question	Yes		No	
	No.	%	No.	%
1. Does your child like to go to preschool?	71	99	1	1
2. Do you like the preschool?	72	100	-	-
3. Do you think the teachers have been really interested in helping your child?	71	99	1	1
4. Have any of the teachers visited your home this year?	26	36	46	64
5. Have any of the teachers talked with you by telephone this year?	32	44	40	56
6. Have any of the teachers sent you any notes about your child this year?	39	54	33	46
7. Have any of the teachers had a conference with you at the preschool?	39	54	33	46
8. Did the preschool let you know about programs and events so that you could plan to go to them?	63	88	9	12
9. Did you go to any programs or events at the preschool this year?	37	51	35	47
10. Has the preschool asked you to help with any of the activities this year?	33	46	39	54
11. Did you help?	17	24	54	75
12. Do you recommend the preschool to other mothers?	65	90	5	7
13. Were the hours that the preschool was open helpful to you?	72	100	-	-
14. Are you employed?	45	63	27	37
15. Did you work before your child was enrolled in the preschool?	48	67	24	33
16. Did having the preschool program for your child let you be able to start to work or keep working?	56	78	15	21

One hundred per cent of those responding liked the preschool program and ninety-nine per cent said their child liked the program. Ninety-nine per cent also felt the teachers were really interested in helping their child. While eighty-eight per cent of the respondents said the school had informed them of programs and events that were to take place, only fifty-one per cent actually attended one or more functions. Along this same line, only forty-six per cent indicated they were asked to help with any of the activities this year and only twenty-four per cent did in fact help.

Eighty-three per cent of all respondents had been contacted by the teachers in one or more ways regarding their preschooler this year. These ways were by phone (44%); by visit to the home (36%); by notes sent home (54%); or by conference at school (54%). Because there are no comparison data from previous years, there is no way to measure any change in the amount of family contact.

At the time of the survey only 63% of the respondents were employed, but 78% indicated that having the preschool program for their child enabled them to keep working or to begin working. One hundred per cent of the respondents said the hours the preschools are open were helpful; no one suggested any hours that would be better for them.

The respondent-child relationships were: 88% mothers; 1% fathers; 3% grandmothers; 4% other. The majority (90%) of the respondents said they do recommend the preschool programs to other mothers.

The conclusion can be drawn from this survey that the preschool program does seem to be well liked by both children and their parents and guardians. The classes have also allowed some mothers to supplement family income by working. This year, the teachers have had contact with most of the parents and guardians. Many of these parents have also attended programs and helped with school activities. Since no survey was done last year, no measure of increase in contacts is possible.

The second interim objective of the preschool activity is to provide training and consultative assistance to the preschool staff members in order to develop techniques and increase skills in working with the very young

child who has a narrow experiential range and needs to have some special help in getting ready for school. The teachers in each classroom provide such services to their own staff of aides and assistant teachers. The Preschool Coordinator also conducted training sessions for all staff levels and staff participated in training programs sponsored by Follow Through and other projects in the system.

The Coordinator, the teachers, and assistant teachers attended the regional Conference of Southern Association on Children Under Six which was held in Atlanta in April. According to the data reported on monthly output reports, the preschool faculty averaged attending one and a half training sessions per month from January, 1971, through May, 1971.

The third and final interim objective was to increase school readiness by developing sensory and perceptual skills, motor skills, social behavior, and cognitive skills. In order to measure accomplishment of this objective, an instrument named Basecheck was given in October, 1970, and again in April, 1971.

The Basecheck Test was originally designed and presented by Mrs. Righton Gordy, Mrs. Barbara Goodwin, and Mrs. Ann Richards, all of the Area III staff of the Atlanta Public School System. The test was first used in the school year 1969-70 and is still in the early stages of development. Some consultation was given by Drs. Joann Nurss and Wayne Jones of the Department of Education at Georgia State University. Because of its simplicity, effective coverage, and ease of evaluation, the test was adapted by the Research and Development Division for testing children in the Model Cities Preschool Program in 1970.

Basecheck is designed to give a descriptive indication of maturity levels and readiness for formal school activities of children from preschool through first grade. By the use of questions grouped into categories, areas of deficiency may be identified, thereby aiding the teacher in planning both class and individual activities for maximum benefit.

All persons administering the test were trained in the correct way to present the test items and to record the answers. Whenever possible, both pre and posttests were administered by the same person so that personality differences between testers were eliminated.

The test items have been grouped into five categories. These categories and their relative weights in determining the score are as follows:

Category		Weight
I.	General Mental Ability	20
II.	Knowledge of Numerical and Quantitative Relationships	20
III.	Comprehension and Use of Oral Language	45
IV.	Sensory and Perceptual Skills	25
V.	Social Behavior	15
	Total	125

Each question has five parts; one point is scored for each correct response to a part resulting in a total possible score of 125. Category III is most heavily weighted because the test constructors considered this the most important area in which the normal child needs to develop skills. Although the subscores for these categories may be useful to point out areas of deficiency, the total scores are probably most reliable for describing progress and achievement during the school year, and for predicting success in later school activities.

TABLE III

BASECHECK PERFORMANCE LEVELS BASED ON 122 PRESCHOOL CHILDREN
ATLANTA MODEL CITIES SCHOOLS, April, 1971

Grouping	Score Range	Description
Superior (A)	103.409 up	Well prepared for formal school work. Should be given additional work in line with indicated abilities.
High Average (B)	88.311-103.408	Good prospects for performance provided health, emotional factors, etc., are consistent
Average (C)	72.213-88.310	Likely to perform at an acceptable level, but careful study of strengths and weaknesses needed to plan instruction accordingly.
Low Average (D)	58.115-73.212	Likely to have difficulty. Should be given more individualized help and instruction.
Low (E)	0-58.114	Apparently little prepared for formal schooling. Assignment to slow sections and individualized work is essential.

Using the scores of the 122 children who took both the pre and posttests this year, the ranges in the table above were established. The ranges were computed on the following basis:

A Above 1.5 standard deviations above the mean

B .5 to 1.5 standard deviations above the mean

C -.5 to .5 standard deviations around the mean

D -1.5 to -.5 standard deviations below the mean

E Less than -1.5 standard deviations below the mean

Because this instrument has not been standardized, no concrete statements can be made about the levels of performance in relation to kindergarten work; the hypothesis is that these groupings will hold true in relation to kindergarten performance. A small sample of preschoolers and non-preschoolers will be tested this fall upon entry to kindergarten in order to see if there are any differences in levels of performance on the test and to what degree, if any, the summer may have had a descriptive effect. These children will also be given the Metropolitan Readiness Test in the spring of 1972. The following table presents the mean scores for the total population, taking both tests on the pre and posttests and the gain in score as well as the percentage gains.

TABLE IV

POPULATION MEANS AND VARIANCES FOR BASECHECK CATEGORIES, 122 PRESCHOOL CHILDREN, ATLANTA MODEL CITIES SCHOOLS, TESTED OCTOBER, 1970 AND APRIL, 1971

Category	Mean		Standard Devia.		Change (Post/Pre)	
	Pretest	Posttest	Pretest	Posttest	Mean Gain	% Gain
Total Test	48.220	80.761	12.424	15.097	32.541	67.4
I. General Mental Ability	4.746	9.361	2.200	2.551	4.615	97.4
II. Knowledge of Numerical and Quantitative Relationships	8.139	14.148	3.431	3.419	6.009	73.8
III. Comprehension and Use of Oral Language	18.648	29.640	5.634	6.497	10.992	58.9
IV. Sensory and Perceptual Skills	10.451	17.443	3.877	3.580	6.992	67.0
V. Social Behavior	6.131	10.230	2.083	2.194	4.099	66.8

From the data presented in Table IV, the population did gain skills in all areas. The greatest percentage gain was in general mental ability and the least in comprehension and use of oral language. The former represented the lowest mean score on the pretest and the latter the highest. On the basis of total possible points for each subtest, all but II were at approximately 40% of the total possible on the pretest and 70% on the posttest; Subtest II went from 24% to 47%.

Table V shows that, on the pretest, no pupil scored in the A or B range; in fact, 72.9% scored in the E range. On the posttest, 7.3% scored in the A range and 27.9% scored in the B range, while only 12.3% scored in the E range.

TABLE V

LETTER RATING BY CLASS, BASECHECK PRETEST (T_1) AND POSTTEST (T_2), 122 PRESCHOOL CHILDREN, ATLANTA MODEL CITIES SCHOOLS, 1970-71[2]

Class	Letter Rating									
	A		B		C		D		E	
	T_1	T_2	T_1	T_2	T_1	T_2	T_1	T_2	T_1	T_2
E. P. Johnson #1	-	-	-	3	-	-	1	2	5	1
E. P. Johnson #2	-	-	-	4	1	1	4	5	10	5
Gideons	-	-	-	5	3	4	1	5	12	2
Cooper Street	-	-	-	1	-	-	1	7	11	4
D. H. Stanton	-	2	-	7	-	7	4	6	18	-
Dunbar #1	-	6	-	9	1	2	8	2	11	1
Dunbar #2	-	1	-	3	1	3	2	7	12	1
Slaton	-	-	-	2	-	5	3	8	13	1
Total	-	9	-	34	6	22	24	42	92	15

Graph A on the following page is a comparison of the cumulative frequency curves for the pretest and posttest. The shift to the right of the posttest demonstrates the overall progress made by the preschool children. The horizontal scale gives the possible scores, and the vertical scale gives the number of children who made that score or less.

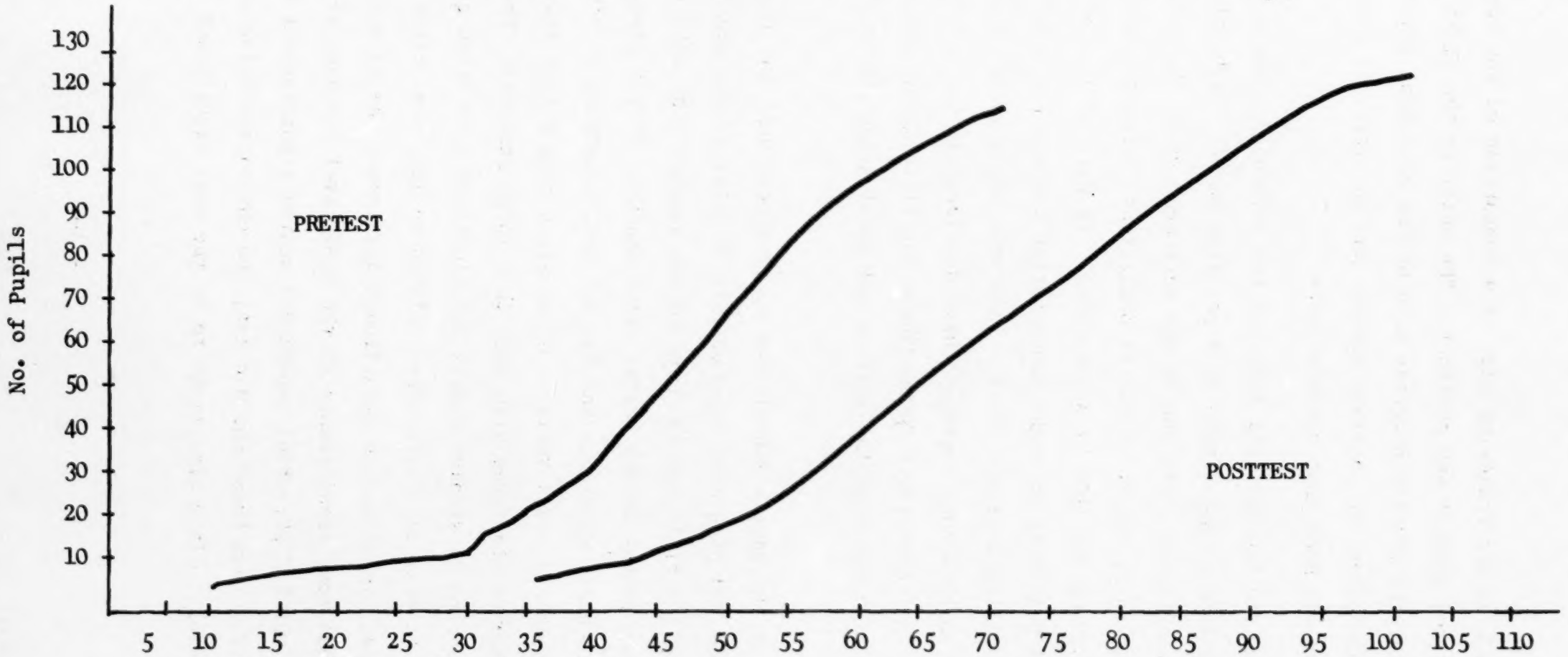
One of the two terminal goals of the preschool program is to affect subsequent school experiences in a positive manner, both intellectually and psychologically. The pupils who were members of the first preschool classes funded by the Model Cities Educational Component were kindergarten students during the 1970-71 school year. In May, 1971, a sample of five schools with a total of eight kindergarten classes was selected to be given the Metropolitan Readiness Test. This test was devised to measure the extent to which school beginners have developed in the several skills and abilities that contribute to readiness for first grade instruction. This test is administered in the fall to all first grade pupils in the Atlanta system.

Two of the sample schools had no preschool unit but they do have students who had preschool experiences. A total of 264 pupils were tested. There were 134 girls and 130 boys in the sample. The ages ranged from five years, three months to six years, eight months. Of the group, 110 pupils had a preschool experience and 154 did not, according to school records and to what teachers could verify. Class sizes ranged from four with twenty or fewer students to three with more than forty students. The raw scores were converted to stanine levels and clustered into three groups. Chi-squares were run to test for differences related to age, sex, class size and preschool experience. There was no significant difference due to sex ($x^2 = 0.56$ with 2 d.f.) but some significance at the 2.5% level for age ($x^2 = 19.47$ with 10 d.f.). Children who had preschool experience scored significantly higher ($x^2 = 10.46$ with 2 d.f.) than those who did not; the chi-square value was significant at the 1% level. Class size seems to be the most significant factor; the

CHART A

CUMULATIVE FREQUENCY CURVES FOR BASECHECK SCORES

PRESCHOOL CHILDREN ATLANTA MODEL CITIES SCHOOLS, OCTOBER 1970 AND APRIL 1971



differences due to class size were significant at the 1% level. The chi - square run on class size included three groups - classes of under 20, 20-40, and over 40. The chi-square value with 4 degrees of freedom was 54.20.

TABLE VI

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN PERFORMANCE ON MRT, SELECTED KINDERGARTEN CHILDREN, ATLANTA MODEL CITIES SCHOOLS, MAY, 1971

STANINES	SEX		TOTAL
	BOYS	GIRLS	
7-9	9	10	19
4-6	47	54	101
1-3	74	70	144
Total	130	134	264
	$x^2 = 0.56$ with 2 d.f.		

TABLE VII

CHI-SQUARE ANALYSIS OF AGE DIFFERENCES IN PERFORMANCE ON MRT, SELECTED KINDERGARTEN CHILDREN, ATLANTA MODEL CITIES SCHOOLS, MAY, 1971

Stanines	AGE IN YEARS/MONTHS					Total
	5/3 to 5/5	5/6 to 5/8	5/9 to 5/11	6/0 to 6/2	Over 6/2	
7-9	0	2	5	5	6	18
4-6	6	35	18	27	14	100
1-3	23	42	33	30	14	142
Total	29	79	56	62	34	260[1]
$x^2 = 19.47$ with 8 d.f., significant at 2.5% level						

[1]Four pupils were not included because age was unknown

TABLE VIII

CHI-SQUARE ANALYSIS OF PRESCHOOL EXPERIENCES IN PERFORMANCE ON MRT, SELECTED KINDERGARTEN CHILDREN, ATLANTA MODEL CITIES SCHOOLS, MAY, 1971

Stanines	Preschool	No Preschool	Total
7-9	13	12	19
4-6	48	53	101
1-3	49	95	144
Total	110	154	264
$x^2 = 10.46$ with 2 d.f. significant at 1% level			

TABLE IX

CHI-SQUARE ANALYSIS OF CLASS SIZE IN PERFORMANCE ON MRT, SELECTED KINDERGARTEN CHILDREN, ATLANTA MODEL CITIES SCHOOLS, MAY, 1971

Stanines	Under 20	20-40	Over 40	Total
7-9	15	3	1	19
4-6	37	21	43	101
1-3	15	36	93	144
Total	67	60	137	264
$x^2 = 54.20$ with 4 d.f., significant at 1% level				

The conclusion to be drawn from these data is that preschool experience has at least affected kindergarten performance and the terminal goal is being satisfied. However, class size can adversely affect those children who have preschool experience as well as those who do not. Large classes seem to lower probability of school readiness and to wash out some preschool gains. The introduction next fall of full day kindergarten programs and smaller classes, along with the better baseline data on those preschoolers who will enter kindergarten will allow a more complete evaluation of the carry over impact of the preschool experience.

The other terminal objective, relative to the curricular materials is being attained in that the preschool faculty is writing a draft of the curriculum as they think they want it. During the 1971-72 academic year, they will test the model and modify it where needed. Next summer, July and August, 1972, the final model will be drawn up.

V. Conclusions and Recommendations

The Preschool Program is meeting, in varying degrees, all of its objectives. The children who participate are better prepared for school and do appear to be doing better. Parents are becoming increasingly involved in the program although there is no measure of whether this involvement is helping them to deal with children in more stimulating ways. And lastly, curriculum content areas are being developed and will be tested in both the existing preschool units and those that are to be opened for the coming school year.

Under the expanded program for the remainder of this action year and for the third action year, there are several new phases that will have to be evaluated. The assignment of a full time person to coordinate health services and the budgeting of funds to allow diagnostic examinations of the preschoolers should affect their attendance and achievement in preschool as well as their subsequent school experience.

Having an extended day for kindergarten and keeping classes somewhat smaller should enhance the carry-over affect of the preschool experience as well as increase the gains in readiness for all other kindergarteners. The closer coordination between the preschool and kindergarten classes can't help but create a positive result in terms of learning experiences for the children.

The development of a specific program for parent education will be possible with the new full time staff position for a parent involvement specialist. Here again, the increased carryover of growth-producing school experience into the home setting can only enhance the child's ultimate performance in school.

EXTENDED DAY PROGRAM

I. Rationale

The school can increase its impact on the disadvantaged student by increasing the time the student spends in school-supervised activities. Children learn whether in the classroom or on the street, and the school can provide a stimulating environment during other than normal school hours. In addition to the educational components of the Extended Day Program, it can provide opportunities for delivery of additional health and social services. In most Model Neighborhood areas, for example, there is a real need for day care services in order to increase the employment potential for mothers, both within and outside of the program.

II. Objectives

A. Enabling Objectives

1. Provision of facilities
2. Hiring professional staff
3. Locating and training aides
4. Determining equipment and materials needs and purchasing
5. Making program known to families

B. Interim Objectives

1. Provide additional health services to students and families
2. Provide additional social services to students and families
3. Provide day care services so that mothers may seek employment
4. Provide employment within the program for neighborhood residents

C. Terminal Objectives

Provide additional opportunities for children to learn through exploration and experimentation and to achieve success in the educational setting which will reinforce the chances of producing positive changes in regular school hours

III. Procedures

The concept of the Extended Day Program has developed from the demonstrated need to provide compensatory experiences for children from disadvantaged areas. The program represents the next of a series of logical steps in extending the educational program downward as well as laterally. However, the rationale for the program has components other than the

educational ones. A major premise upon which the program is predicated assumes that desired socialization processes can most optimally occur in a more controlled environment where behavior can be monitored and modified.

The Extended Day Program is an integral part of the regular curriculum, which is expanded both horizontally and vertically. It provides pupils with a sequence of specially planned activities known as enrichment classes. At present the Extended Day Program is implemented in four Model Cities schools, E. P. Johnson, Pryor, Crogman, and D. H. Stanton. The assignment of the program to these four Model Neighborhood Area (MNA) schools was judged on the basis of which schools could provide the greatest amount of coverage for the various MNA communities. Residents of the designated neighborhood area are told about their schools' Extended Day Programs through Social Service Committee meetings, community newspapers, and their children.

Each program is staffed with a lead teacher and appropriate supporting staff members. While the underlying goals may be the same for each program, sufficient opportunity for flexibility has been provided. Each program is developed according to the competencies and creative ability of the staff members and in response to the particular needs of the pupils involved. The program operates between the hours of 7 o'clock in the morning and 6 o'clock in the evening. This is a twelve month program and remains operative when regular school is not in session.

A coordinator of Extended Day Program activities, working out of the Model Neighborhood Office, facilitates the efforts of each lead teacher and staff in the four schools.

The aides must be MNA residents, at least 18 years of age, and with a minimum of a seventh grade education. This not only provides employment for some MNA residents, but also provides the opportunity for qualified aides to enroll in formal course work through the career opportunity program in any of the local colleges or universities. This educational opportunity for teacher aides is provided through funds of other non-supplemental projects. Workshops, on the job training and also special classes in child development are provided for the aides.

The general function of the teacher aides is to increase the effectiveness of the overall school program by relieving teachers of nonprofessional duties. Aides may be engaged in clerical, kindergarten, or snack activities.

Their tasks vary according to school, teacher, and pupil needs. Some of these aides are parents of children participating in the Extended Day Program.

In addition to this parental involvement opportunity, there are many opportunities for parent visitation to MNA schools. Parents are encouraged to volunteer their services to enrichment activities, such as accompanying pupils on field trips.

Generally, ten to twenty pupils participate in each enrichment class. Each pupil remains in his requested class for the entire quarter, or during a ten-week period. Classes may meet once a week or every day of the week, depending on the school, staff, and pupils. Although most enrichment classes convene before or after the regular school day, some do convene during normal school hours. These classes are creatively structured with definite cognitive and affective goals for the participants.

Enrichment teachers encourage the children to develop their strengths and skills on their own - so that pride, self-discipline, and self-confidence are fostered. The pupils learn to share and to listen to each other in further developing their own skills. Sensitivity and understanding are acquired along with these skills. Cooperative inquiry is a necessity. Since grades are not given, a relaxed atmosphere without competitive pressures is part of each classroom. This inevitably reduces individual anxiety.

Various community agencies cooperate with the Extended Day Program in an effort to further enrich the program's activities. Story hours and films are brought to the four schools on behalf of the community Store Front Libraries. In order to provide a broadened awareness of the surrounding environment, trips are often planned and sponsored for the children.

Because the Extended Day Program is incorporated into the regular school program, a wide variety of special events have been planned and executed by enrichment class pupils for other pupils, the community, and the Parent-Teacher Association (PTA). One special presentation involved a Black African Exhibit Room and a show of African and spring clothes made by the pupils.

There is very close coordination between the programs in the Model Cities Extended Day Schools. A general theme encompassing some of the world cultures was undertaken. All of the disciplines were involved in implementing a World Bazaar with emphasis on cultures of Africa, Latin America, the Far East, and the United States.

The activities in the Extended Day Program are planned around the interests of students. Some of the activities are: Home Economics (sewing and cooking); Typing; Recreation; Photography; Art; Early Childhood Program (kindergarten, first and second grade activities); Drama; Dance; Music (band, guitar, vocal and piano); Black Studies; Self-Improvement.

V. Evaluation

On the whole, the enabling objectives were met during the program year, according to program staff. Normal staff turnover does mean a constant recruiting and training problem as it does for most any operation. In addition, breakage and loss of equipment mean a constant replacement activity is required and major losses can handicap program operation at least temporarily.

The interim objectives included increased health and social services; the provision of day care services so that mothers could seek employment; and the actual employment of residents in the program itself. To this latter point, as of April, 1971, there were 74 filled part-time and full-time positions in the program for teachers and teacher aides; of the 74 positions, 37 were held by residents of the Model Neighborhood Area.

Day care services were provided by receiving children into the school at 7 A.M. each morning and continuing activities after the close of the normal school day until 6 P.M. For those kindergarten children that needed day care for the hours of the day that were not part of the half day kindergarten session, care was also given. As illustrated in Table X, approximately 11% of the children during an average month did come to the early morning program and over 50% came to the after-school programs. During the regular school hours, more than 85% of the children take part in the enrichment activities; this includes the kindergarten.

TABLE X

AVERAGE NUMBER PER MONTH OF ACTIVITIES, STAFF, AND PARTICIPANTS, EXTENDED DAY PROGRAM, ATLANTA MODEL CITIES SCHOOLS, 1970-71

Item	Average Number Activities, Staff and Participants				
	Total	Crogman	Johnson	Pryor	Stanton
Activities					
Enrichment	61	11	19	18	13
Field Trips	13	5	2	5	1
Staff					
Teachers	7	1	2	2	2
Aides, full time	10	3	2	1	4
Aides, part time	37	8	11	11	7
Enrichment	68	17	16	21	14
Participants					
Before School	218	61	66	20	71
During School	1671	330	335	415	591
After School	1003	220	244	215	324
Average Daily Enrollment	1957	472	360	409	716

Based on reports for February - June, 1971.

Provision of additional health and social services has been achieved primarily through food supplements and educational efforts in the area of good grooming, eating habits, etc. Several of the aides who work in Extended Day also work part-time as attendance aides and are aware of and involved in helping to solve some of the social services needs of the pupils and their families. No direct measure was made of these areas other than that discussed under social services.

One of the reasons for creating the Extended Day program was to give students successful, pleasant experiences in the school setting. This was to be accomplished through enrichment activities that could increase the ability to achieve and be more interesting, perhaps, than the usual classroom activities. An ultimate objective was to increase attendance; the logic being that having good experiences could encourage the student to try again and more frequently. The annual percentage of attendance presented in Table XI are indicative of success.

TABLE XI

PERCENT OF ATTENDANCE FOR ELEMENTARY SCHOOLS
WITH AND WITHOUT EXTENDED DAY PROGRAMS
ATLANTA MODEL CITIES SCHOOLS, SEPTEMBER, 1967-JUNE, 1971

School Grouping	Percent of Attendance by School Year			
	1967-68	1968-69	1969-70	1970-71
Model Cities:				
With Extended Day	89	89	91	91
Without Extended Day	87	87	88	88
City Wide:	91	91	92	91

It is, of course, impossible to say that all of the increase is specifically due to Extended Day. However, the introduction of the Model Cities programs in the schools did coincide with a definite change in attendance patterns for the Model Cities schools and that jump accounted for a share of the city-wide increase in 1969-70. The 13 elementary schools located in the Model Cities area represent approximately 10% of the total elementary enrollment. Those four schools where Extended Day Programs were started in the fall of 1969 increased 2% in overall attendance that year as contrasted to 1% for all other Model Cities schools. The only unique program was Extended Day; all other programs are randomly scattered (Social Services, Lead Teachers, Preschool, etc.) among both the Extended Day and all other Model Cities schools. The percent of attendance has remained stable for both years of operation in both groups of Model Cities elementary schools; the city-wide rate dropped 1 percentage point for the 1970-71 school year.

A questionnaire was given to a sample of fourth, fifth, and sixth graders in the Atlanta Model Cities Extended Day projects in February, 1970. The questionnaire has been used in the Cincinnati, Ohio, Public Schools for several years. It was adopted for use here on the basis of a report on the Cincinnati Title I Programs. According to that 1969 study, Title I students had been becoming more like the total city schools through some slight gains each year. This factor was isolated from the rest of the questionnaire, based on a factor analysis which was performed by the developers of the questionnaire.

The test was administered in a non-classroom setting by trained testers whose own socio-economic background was such that rapport with the student was easily attainable. In addition, the fact that the administration and scoring of the questionnaire was not related to scholastic or deportment ratings for the participants was carefully explained.

The students were divided into two major groups: Those who had been involved in the program for a period of at least one year when the questionnaire was administered; and those who had been involved less than one year prior to the administration date.

Chi-square analysis was performed to determine whether there was a significant difference in attitude toward school between sampled students in the two groups. The analysis gave a chi-square of 13.810 which is significant at the .01 level of confidence with two degrees of freedom.

TABLE XII

CHI-SQUARE ANALYSIS OF ATTITUDE TOWARD SCHOOL QUESTIONNAIRE
UPPER GRADE EXTENDED DAY, ATLANTA MODEL CITIES SCHOOLS,
FEBRUARY, 1971

	Positive Responses	Negative Responses	Total
One year (N = 80)	541	99	640
Less than one year (N = 66)	382	122	504
Total (N = 146)	923	221	1144
$X^2 = 13.810$ with 2 d.f.			

V. Conclusions and Recommendations

There is no doubt that the Extended Day activities are popular and well-liked. In addition, the data collected this year, while not as complete and conclusive as one would like it to be, indicates that some objectives are being met. Attendance has been helped and attitudes are more positive. Residents of the Model Neighborhood Area, as of April, 1971, comprised approximately 85% of the program's employees.

More information regarding the impact of Extended Day on health and social services is needed. Perhaps a re-evaluation of these areas as to whether or not they should be specific goals, or merely by-products of the program should be made. Parental attitudes regarding the activities and the effect observed by them on their children might be investigated. The degree to which new skills such as dancing, art, photography, etc., are acquired as well as new knowledge in relation to areas such as local environment and cultural heritage may also be acceptable objectives. These would seem to be more pertinent than the use of academic gains to measure program value.

COMMUNICATION SKILLS LABORATORIES

I. Rationale

It is the responsibility of the school system to provide those experiences which are necessary to help certain children overcome deficiencies in their language development and in their ability to express themselves clearly. For several years, the Atlanta Public School System has experimented with a special technique, the Communication Skills Laboratories, for the development of appropriate skills in the language arts of reading, writing, speaking, and listening. The laboratory approach focuses on developing pupil self-concept, motivating these pupils, and helping them attain certain skills in the four major areas of communication.

II. Objectives

A. Interim Objectives

1. Develop more positive self-concepts
2. Indicate a more positive attitude toward reading and writing experiences
3. Develop proficiency in listening skills
4. Recognize linguistic deviations from standard English speech
5. Increase their ability to speak in coherent sentences with attention to standard English syntax, morphology, and phonology
6. Combine sentences of their own composition in paragraphs which are correct according to selected details of the mechanics of writing
7. Use ideas in their writing which reflect their own unique, original, and personally relevant thoughts

B. Terminal Objective

Increase their reading ability to the city-wide median

III. Procedures

The CSL program is offered developmentally for three quarters. It is considered a course within the English Department for which high school credit in English is given. In most of the labs, two instructors are assigned; they teach four or five periods each day with no more than 30 students in each of the 55

minute class periods. The students are chosen from the seventh-grade pupils in 65 feeder elementary schools who have IQs above 70, but who readon the fourth-grade level or below. Instruction is individualized according to each child's needs. Listening, speaking, reading, and writing are taught by interrelated methods. Appropriate equipment and materials are available in each lab.

Listening skills are given great emphasis in the labs since 75 per cent of the communication day is spent in listening and speaking and only 25 per cent in reading and writing. The student learns to distinguish the different purposes for listening (such as following directions, drawing conclusions) and adapts his listening skills in terms of these purposes. He learns to appreciate audio forms of artistic expression (music, plays, poems, choral readings). His listening performance is observed and assessed.

In the area of spoken language, standard English is taught by foreign language audio-lingual methods, using pattern drills constructed by the staff and teachers of CSL. A packet of nine basic lesson plans which is used for motivating student interest in the oral drill practice has been developed by the CSL staff. The aims of the series are to assist the student in:

(1) distinguishing between nonverbal and verbal communication,

(2) understanding three dimensions of oral language; slang, jargon, and dialect, especially standard English dialect,

(3) comprehending the basic drill procedure.

The lessons, which are supplemented where needed, included activities in nonverbal communication such as the use of facial expressions, gestures and bodily movement, and playing charades. Communication in various kinds of language is investigated. Slang is discovered to be the use of words invented to convey a particular meaning or the use of the old words with new meanings. Jargon is understood to be the special language of a particular group whose occupation, profession, or special interest can be identified by their conversation. Dialects, the students are led to understand, are varieties of speech which are regional or social within a single language. Dialects closest to those used in the Atlanta area are identified by students listening to pre-recorded tapes. Standard Southern

English is presented as the dialect in which most of a community's education, occupational, and professional activities are conducted. The foreign language technique of using pattern practice drills is explained and the importance of careful listening and accurate repetition is emphasized. It is reasoned that the drills aid students in developing an automatic control of standard English patterns. Since the pattern drills do not depend on rules as a means of language learning, the value judgements inherent in traditional English classroom are eliminated.

Through the use of these techniques the student is led to recognize the purpose of oral language--to convey thoughts and feelings effectively to a listener. He learns to speak loudly enough to be comfortably heard, to articulate and enunciate clearly, to match his rate of speed to the ideas or feelings he is sharing, and to speak fluently and without hesitation. An atmosphere is provided in which pupils are valued for their individuality and in which they can speak comfortably with freedom and openness. The student is made aware of his own verbal behavior and the reactions of others to this behavior. He learns he must practice courtesy and show tact in group situations so that the participants can express different ideas. The student is encouraged to utilize and expand upon the ideas of others when involved in discussions. Most important, the student learns to distinguish between formal and informal speech and is provided experiences in which he must select speech appropriate to both audience and purpose.

Reading is taught by a variety of methods. The Language Master and various programmed reading series have proven to be successful techniques with nonreaders. Reading problems above this level are attacked by the use of various machines, commercial programs, and materials constructed by lab teachers. Small group reading sessions are most effective. Also, there are various activities and games to be used by pupils without the teachers' assistance.

The student is provided with reading material which is challenging and interesting to him. His individual reading habits are observed by the teachers who try to correct his specific reading problems. The student is taught to read

effectively for differing purposes--adapting reading to the need for recall and comprehension. He learns to read for the main idea, for pertinent details, and for inferential conclusions. The student is encouraged to read at a comfortable rate and to read silently without visually mouthing words. He is checked regularly for comprehension and speed. In addition, reading skills are taught by which the student increases his vocabulary. He is taught to recognize specific words by sight and to use phonetic analysis to learn and understand new words. He uses structual analysis (prefixes, suffixes, root words, part of compound words, syllables, contractions) to build his vocabulary, comprehension and usage.

Writing is a means of demonstrating language learning and of expressing one's thoughts, feelings, and beliefs. The student is provided stimuli for writing and is encouraged to draw upon his direct and vicarious experiences to create new experiences and express them in writing. Most of the labs permit the students to write in their private "journals" three or four days a week for several minutes. These entries are never corrected for mechanical errors, but are always read by one of the teachers, who makes an appropriate comment on the journal entry. The student is given praise and encouragement; this contributes to the student's desire to write. Other writing exercises lead him towards better ways of expressing himself. Part of the teaching composition occurs in the reading and writing follow-ups of oral drills. The student is encouraged to use appropriate conventions associated with the writing act, such as spelling, punctuation, and capitalization, in agreement with accepted forms. Handwriting, as part of the process of composing, is taught to music in several of the labs.

Clearly, then, the CSL program is concerned with the total development of the individual. Through its varied techniques and activities the program provides an opportunity for an individual to improve his self-image and to experience recognized successes daily by helping him with his specific language problems and encouraging him so that he will gain confidence in his new ability to use oral and written standard English appropriately and effectively.

IV. Evaluation

The results reported here are based on those students who took both the pretests and the posttests. The N is not the same for all tests because they were administered on different days and some pupils were absent for one test and not another. The total enrollment for the year in all labs ranged from 250 to 290 students.

In early October, all students who were present on the day the test (or portion of) was administered were given the Durrell Listening Test and the Standard Diagnostic Reading Test. In addition to these standardized tests, a language usage test and a pupil checklist were given. These same tests were repeated in April, 1971. Other tests that had been considered were eliminated either because the teachers and pupils were not well enough known to each other, because scoring difficulties were too great, or because of the overall length of the battery.

The purposes of the Durrell Test are to identify children with reading problems, and to measure the degree of retardation in reading as compared to listening. Knowledge of discrepancies between a child's understanding of spoken language and of printed words is basic to the analysis of reading disabilities and diagnoses of remedial needs. The Listening Test is administered orally by the teacher; the pupil's booklet contains no words except the option words, which are read aloud by the teacher, thus, demanding no reading skill whatsoever on the part of the child, but only testing the comprehension of the spoken items. Most children have a listening vocabulary of 4,000 words when they enter first grade. By the end of first grade, most children read about 500 of these words. The reading ability at this stage is about 10% of the listening comprehension ability. By about sixth grade, understanding of paragraphs read will be about the same as the listening comprehension of paragraphs, although the listening vocabulary is still larger than the reading vocabulary. During the eighth and ninth grades, these skills become about equal.

The Stanford Test is a diagnostic test that helps to identify needed areas of instruction within the skill of reading as well as to give a general grade performance level. Performance may be easier and less frustrating for a student on a diagnostic

test as opposed to an achievement test for a number of reasons, but one primary reason is that a diagnostic test does have a larger per cent of easy materials, inasmuch as it is developed primarily to assess below average performance. In order to enhance the ability of the instrument to identify weaknesses, and yet still be a manageable instrument, precision of measurement at the upper levels of performance is sacrificed. This is a part of the reason for a few students appearing to be scoring well above their actual grade level.

The language usage test consists of a series of 29 sentences. Each sentence is read twice; once the sentence is read with each word correctly used in the standard English dialect of this geographical area. The other time the sentence is read with one word used incorrectly according to standard English, even though it may be entirely correct in another dialect. The student is supposed to choose the one correctly stated in standard English.

The pupil checklist has a series of 15 statements about reading, writing, and speaking activities; the student is asked to indicate whether the statements do or do not describe him by checking "Like Me" or "Not Like Me" for each one. The purpose is to get some measure of the student's attitude toward reading and writing experiences.

Ninety-eight of the CSL students took the Durrell Listening Test both times. Table XIII reflects the mean scores on the Vocabulary, the Paragraph and the Total Comprehension for these students; the scores are expressed in Potential Reading Grade Equivalents. This indicates the reading level at which a child can understand spoken language; information in the Durrell manual says that the Actual Reading Grade Equivalent usually exceeds the Potential. Overall, the CSL students gained 1 year and 1 month in potential reading ability. The greatest gains were made by the Roosevelt students and the least by the Smith students.

TABLE XIII

DURRELL LISTENING SCORES REPORTED IN POTENTIAL READING GRADE EQUIVALENTS FOR CSL STUDENTS TAKING BOTH PRETEST AND POSTTEST, SELECTED MODEL CITIES SCHOOLS, 1970-71

		Vocabulary			Paragraphs			Total Listening		
School	N	Pretest	Posttest	Gain	Pretest	Posttest	Gain	Pretest	Posttest	Gain
Smith	32	4.7	5.4	0.7	4.2	4.1	-0.1	4.5	4.8	0.3
Roosevelt	20	5.6	7.3	1.7	4.4	5.8	1.4	5.2	6.8	1.6
Parks	46	4.6	5.7	1.1	3.8	4.9	1.1	4.2	5.4	1.2
Total	98	4.8	5.9	1.1	4.1	4.9	0.8	4.5	5.6	1.1

Ninety-four students participated in both administrations of the Stanford. There are six subtests to the Stanford in addition to the Reading Comprehension. Because this latter portion of the test establishes the general reading level of the pupil in terms of his ability to understand the printed word as a form of communication, the data in Table XIV reflect only the scores for that portion. All pupils made a mean gain of seven months and the pupils at Parks made a gain of one year.

TABLE XIV

STANFORD DIAGNOSTIC READING COMPREHENSION SCORES REPORTED IN GRADE EQUIVALENTS FOR CSL STUDENTS TAKING BOTH PRETEST AND POSTTEST, SELECTED MODEL CITIES SCHOOLS, 1970-71

		Grade Equivalent		
School	N	Pretest	Posttest	Gain
Smith	27	3.7	4.4	0.7
Roosevelt	22	5.1	5.7	0.6
Parks	45	3.2	4.2	1.0
TOTAL	94	3.8	4.5	0.7

Table XV shows the grade equivalent months gained per month in the interim between the pretest and posttest; the interim, in terms of 20-day months, was 5.75 months. With the single exception of Smith on the Durrell, each lab group and all groups gained at least one month in skill level for one month in the program. Normal classroom performance is one month gain per month in a program for most academic efforts. Prior to their CSL experience, these particular students had been going only one month for each three months of instructions.

TABLE XV

GRADE EQUIVALENT MONTHS GAINED PER MONTH IN PROGRAM FROM PRETEST TO POSTTEST SELECTED MODEL CITIES SCHOOLS, 1970-71

School	Durrell Total Listening	Stanford Total Comprehension
Smith	0.5	1.2
Roosevelt	2.8	1.0
Parks	2.1	1.7
TOTAL	1.9	1.2

There is a ceiling of 29 on the total score for the language usage test; that is one point per correct answer for the 29 sentences. Table XVI gives the mean score for each school and all schools on both the pretest and posttest. The greatest increase occurred at Roosevelt where a point gain of 3.85 was the equivalent of almost a 20% increase. There are no norms available for the test but the percentages certainly indicate an increase in the ability of the students to recognize deviations from standard English speech.

TABLE XVI

LANGUAGE USAGE (STANDARD ENGLISH DIALECT) SCORE REPORTED AS MEAN NUMBER CORRECT CSL STUDENTS TAKING BOTH PRETESTS AND POSTEST, SELECTED MODEL CITIES SCHOOLS, 1970-71

School	N	Pretest	Posttest	Change	%
Smith	25	19.36	22.04	+2.68	13.84
Roosevelt	20	19.40	23.25	+3.85	19.84
Parks	42	20.40	21.50	+1.10	5.39
Total	87	19.80	21.97	+2.17	10.95

The pupil checklist data are not as clearly indicative of improvement as were those of other tests. The median scores for each school, except for Roosevelt and for all schools, did not change from pretest to posttest. These scores are the number of positive responses given by the student to the fifteen questions.

TABLE XVII
MEDIAN SCORES BASED ON TOTAL POSITIVE RESPONSES, PUPIL CHECKLIST, SELECTED MODEL CITIES SCHOOLS, 1970-71

School	Pretest		Posttest	
	Mean Score	Range	Mean Score	Range
Smith	9	1-13	9	4-14
Roosevelt	6	0-14	7	1-15
Parks	9	4-14	9	3-15
Total	8	0-14	8	1-15

Because the students were so unused to the accepting atmosphere of the labs, it is possible that the pretest scores reflect responses that the students felt the teachers would want rather than their true feelings. This would seem to be borne out by the fact that exactly one-half (57) of the students gave positive answers to nine or more statements on the pretest. Such a highly positive score does not seem to correlate with the past performance of the students. There is also the possibility that a better instrument could be located or developed.

V. Conclusions and Recommendations

Three of the seven interim objectives were accomplished as evidenced by the data reports here; they were (1) indication of a more positive attitude toward reading and writing experiences; (2) more proficiency in listening skills; and (3) recognition of deviations from standard English speech. The three dealing with speaking, mechanical composition, and creative writing are unable to be quantified beyond the verbal testimony of the lab teachers. The remaining interim objective of a more positive self concept is really too elusive and changing at this point in a pupil's life to be very reliably measured; it probably is safe to assume that those students who did well in the labs for perhaps one of the few times in an academic setting have also begun to think more of themselves.

The terminal objective was to raise the reading ability of the CSL pupils to the city-wide mean. It seems that no tests are administered to eighth grade

pupils in order to establish an eighth grade mean; instead the seventh grade scores are used as record scores for eighth graders. The Durrell manual gives a correlation of .6 with the Metropolitan Achievement Test subtest for Reading and Word Knowledge. From the data in Table XVIII it can be seen that CSL students did score higher in terms of grade equivalent scores on the two subtests of the Durrell than did the seventh graders on the Spring, 1970, MAT subtests. Also, where there are no data available regarding correlation between the two tests, the grade equivalent scores for the seventh graders on the Reading subtest of MAT and the Reading Comprehension subtest of the Stanford for the eighth graders is within one month.

TABLE XVIII

COMPARISON OF GRADE EQUIVALENTS, 7TH GRADE CITY-WIDE SPRING, 1970, MAT SCORES AND 8TH GRADE CSL DURRELL AND STANFORD SCORES, SPRING, 1971

Grade	Test/Subtest	Grade Equivalent
7	MAT/Reading	4.6
7	MAT/Word Knowledge	5.1
8 (CSL)	Durrell/Paragraphs	4.9
8 (CSL)	Durrell/Vocabulary	5.9
8 (CSL)	Stanford/Reading Comprehension	4.5

Next year, the testing program should be modified so as to not be quite so long and scheduled in all units on the same days. A new scale for attitude measurement may be needed. A follow up testing of absent students should be arranged. In order to have some idea of the long range effects of the CSL experience on the students a small random sample from each lab will be selected for a longitudinal study. These procedures will probably include some testing since nothing seems to be built into the system. Efforts will be made to locate any students still in the system who were recommended for CSL at the end of their seventh grade year but did not participate. Another possibility would be to select some students from Crogman's seventh grade this fall and hold a special lab at Parks to see if the earlier introduction of the CSL is more beneficial. This latter may not be financially possible or feasible.

COMMUNITY SCHOOLS PROGRAM

Rationale

The purpose of the Community School Program in the Model Cities Component is to extend the use of the school in order to provide educational and vocational opportunities to the community as a whole. With special corcern for the underemployed and the unemployed adults in the community, the community school will provide a blending of the kinds of learning situations that will assist in meeting the pre-employment or upgrading needs of the community it serves.

Objectives

I. Enabling Objectives

A. Orientation and training of school personnel

B. Establishment of community advisory council

C. Coordination of program development with expressed community interests and needs

II. Interim Objectives

A. Providing the proper leadership in the community to stimulate and assist persons seeking education for social, economic and community improvement

B. Improving the employability of the unemployed and underemployed residents in each of the respective communities

C. Providing a broad program of leisure-time activities which will facilitate the needs of the children, youth and adults

D. Providing an opportunity for citizens of the community to become aware of their civic responsibilities and excercise their rights

E. Providing relevant co-curricular (enrichment) activities for the children whose economic and cultural deprivation have hindered their educational progress

III. Terminal Objectives

A. To decrease unemployment in the Model Neighborhood Area

B. To assist community members in attaining higher levels of employment

C. To raise the general educational level of the area served by the community school

Procedures

Charles L. Gideons Community School

An effort is being made in the Gideons community to involve many citizens, businessmen, clergy, and other agencies in the planning and evaluation of a community school program which not only serves individual needs, but helps to bring about a degree of unity which is lacking in so many of our communities. This community has recommended and helped implement a program for the children and youth which provides enriching activities as well as the physical events such as football, basketball, and softball, etc. Most of these activities take place in the afternoon and during the week and when school facilities are readily available. Adult activities have also been recommended, whereby, a variety of courses offered such as sewing, reupholstering, child care, driver education, and flower arranging may be selected by interested citizens. Some of these courses are vocational in nature, while others may help an adult renew an old skill. The total program tends to bring people in close harmony and certainly improves the responsibility of people understanding the role of the school as it seeks to bring desirable changes in the community.

Walter Leonard Parks Community School

The Parks Community School has set some of its specific objectives to instill an attitude of self-help in community residents, to assist residents in obtaining a vocational skill to enhance employment prospects, to provide personal and social guidance and counselling, to provide enrichment and leisure time activities for the children and youth of the community, and to provide those educational activities that will enable high school drop-outs to study for the G.E.D.

The objectives are being attained by implementing a program of community activities and a program of vocational, educational, recreational and enrichment activities. Some of the recreation and enrichment activities are driver's education, community problems and the Black studies, religious philosophy, basic sewing, photography and weekly dances and movies. The vocational programs include commercial and floral sales and designs, reupholstery, bookkeeping and accounting, typing and shorthand, business English, business machines, cashier-checkers training, business mathematics and route selling. Educational courses include adult basic education, basic mathematics, basic English, and preparation for the G.E.D. The community activities consist of attending Area Block and Civic Club community meetings, communicating with employment agencies and businesses, visiting homes

of residents to give advice and counselling when necessary, and follow-up to determine progress made.

Peter James Bryant Community School

Some of the specific objectives of Bryant Community School are to improve employment capabilities for adults, to provide a recreation program of interest to community school participants, and to serve the family and personal needs of the community residents.

These objectives are being achieved by opening the facilities of the school to the community day and evening and offering education courses, enrichment programs, recreation programs, encouraging the community residents to use services offered by social and public agencies, giving aid, assistance and service in community projects and giving individualized instructions by tutors.

Classes in the Bryant Community School program are reading, arithmetic, language arts, dramatics, typing, sewing, cooking, and modern dance. Vocational classes offer G.E.D. preparation, typing, office practice, retail communications, and other courses which will aid community residents in securing employment.

Smith High Community School

The specific objectives of Smith High Community School are: (1) To provide a training program designed to help adults gain skills to become employable, to actually become employed, and if already employed, to qualify for better paying positions. (2) To provide an intramural program designed to involve youngsters seven days a week to help them learn to use their leisure time wisely. (3) To develop a motivational reading program for youngsters grades 8-12 which will prepare them for a better adult academic or vocational career. (4) To develop a better understanding among residents of the community which will provide a more stable environment for achieving the goals of the school. (5) To develop a training program for community residents and others holding key leadership positions.

The Smith High Community has the most comprehensive vocational training facilities and program in the city. The vocational course offerings are divided into five groups: (1) business education, (2) distributive education, (3) general education, (4) home economics, (5) trade and industry. The business education classes include typing, shorthand, filing, bookkeeping, and office practice. The distributive education classes consist of human relations, real estate and examination training, route selling, commercial floral design and sales, retail communications, retail mathematics, and effective speaking. The general education

classes are in driver's education, general mathematics, reading laboratory, reading, writing and arithmetic, and GED preparation. The home economics group has child care training, sewing, tailoring, commercial foods, food service training, upholstery, ceramics, millinery, creative foods, and consumer education. Classes in small appliance care and repair, drafting, blue print reading, wood technology, auto mechanics, welding, machine sheet metal shop and printing are in the trade and industry group.

In addition, a one year course in Automotive Mechanics Training is offered, and on-the-job placement is guaranteed upon completion of the course. Norris Hogans, the community school director, was able to institute this program by obtaining a $16,000 donation from EOA-Model Cities Young Peoples Cooperation and a firm committment of $750,000 for a complete car diagnostic center. He also obtained a $114,000 grant from HUD to pay $52 per week stipends to students while in training.

Other special programs at Smith High Community School are a Rap Session one night per week to build better relations between youth and adults, leadership training courses to help community leaders and prospective leaders to develop skills in group processes and on-the-job training for route selling.

IV. Evaluation

The enabling objectives were met in the first year of the Community Program. The schools still have directors, with the exception of one, Jerome Jones, which has temporarily been closed. The citizens advisory panels are still active and will be involved in the interim goal evaluation during the coming year.

Because each program is designed to fit its own community, the school directors and others concerned with the program have written specific objectives along with activities and suggestions for evaluating outcome; from these individual statements, the total plan was developed. The coordination of program development with expressed community interests and needs is a continuing process, with less popular classes or classes with low attendance being dropped and new classes being added to attract more residents to the programs.

The interim objectives are presently being met so far as providing the proper leadership at the community level to assist persons seeking education for social, ecoromic, and community improvement. Further, opportunities are being provided for people to improve their vocational skills and enjoy some enrichment activities.

V. Conclusions and Recommendations

Minor problems in achieving the interim objectives have been identified as:

1. Lack of motivation for residents to attend classes plagues all programs. The community school directors seem to have made every possible effort to offer enrichment programs and relevant, useful vocational classes, to encourage regular attendance, and to prevent droupouts. But, to be realistic, an adult who had probably not had much in the way of successful past experiences with school is not going to be easily inspired to discipline himself to attend regular classes for a period of time long enough to qualify as a skilled worker.

2. Evening transportation to and from schools in dangerous areas is non-existent. This condition rules out the participation of women who would like to attend classes since not only is their own safety involved, but also that of young children they bring along.

3. There is a lack of coordination between the directors of the different community schools as to classes and course offerings.

Recommendations

1. The community school directors should have monthly meetings to discuss common problems and solutions, and to coordinate the variety of courses offered in each neighborhood. When a school is physically limited in the kinds of courses they can offer, the directors should be able to immediately refer the student to the community schools which have the capacity to teach courses not available at his school. The community school directors should also be able to advertise courses at other schools, in addition to his own. When two neighboring schools can offer identical classes in several subjects, the director should agree to teach different subjects and refer students to the other school. In short, each community school should not wrap itself up in its own little neighborhood, but should be aware of what the other schools are doing.

2. Principals should give their school directors more freedom and more support in operating the evening programs. This can be helped by giving the community school complete freedom to use whatever available equipment or space the school possesses.

3. The Model Cities staff should begin helping the community school directors obtain more public services for the neighborhoods, such as: improved transportation, improved street lighting, procurement of on-the-job training in

Atlanta (such as nurse's aide training at local hospitals, etc.), making known to the directors what agencies (HUD, HEW, etc.) and major businesses will donate funds to certain projects, and aiding directors in procuring outside funds. The directors also need more administrative backup in secretarial work and budgeting.

TEACHER-PUPIL SERVICES

In the initial proposal for funding and during the 1969-70 academic year, the components of this project were treated separately. For the current year, they were combined into a single project to meet administrative needs within the funding agency. The components include the Social Services, the Lead Teachers Activities, and the In Service Training Program. Because these components are really quite separate in function, individual evaluation plans were formulated and the results are reported here in the same fashion.

Social Services

I. Rationale

School-based social workers and attendance aides can discover and help to solve family and personal problems that interfere with school attendance and/or performance. Parental and pupil involvement in school programs can be increased.

II. Objectives

School social workers and attendance aides will make a concerted effort to reduce school absenteeism in the Model Neighborhood Area by one per cent per year for the duration of the program.

III. Procedures

The social service program in the Model Cities schools began its second year of operation September 1, 1970. Its overall goal was to develop and initiate appropriate measures in order to improve student well being and school attendance in the Model Cities Neighborhood Area by one per cent during the school year. Because the staff was limited in number, the major thrust of its activities was directed toward work in the 13 elementary schools. The social service staff served as the school-family-community liaison, working to bring about mutual cooperation in improving situations involving school children.

Working with students, the social work staff provided regularly scheduled individual interviews and group sessions for students with attendance, personality, and/or behavior problems that presented obstacles to their school adjustment. These services provided meaningful experiences for these students and were focused on developing better self-images for the students involved.

The social service staff worked with parents and family members in order to promote understanding and cooperation between the home and the school. They advised families about available services in the school and community and helped them to make use of these services. Emphasis was placed on parent involvement. These contacts were helpful in improving communications between the home and the school.

The social workers collaborated with school staff on cases referred and consulted with teachers and principals on problems of children who were not referred for direct services. They served on special school and P.T.A. committees and projects; these included such projects as Negro History Week and the Social Science Fair. In addition, the social workers participated in inservice training programs and presentations for faculties, and showed social service films to groups. They also participated in school-community studies, designed a P.T.A. manual, worked with community schools, and made school-community maps. They worked with community groups and agency personnel in order to interpret services and to discuss needed changes, improvements and unmet needs. They provided material resources (clothing, shoes, etc.) to families and also helped the family and the student when health or economic problems were apparent.

Since the Model Cities social service staff consists of a team of three professionally trained social workers and fifteen workers with little or no formal social work training, who are Model Cities residents, it must, of necessity, work on an operational basis which utilizes to the fullest the capacities of all team members. This has involved supervision of the aide staff by the porfessional staff and inservice programs in which the aides acquired technical skills needed to perform their roles. A number of the aides have seemingly benefitted from the work experience and supervision of the professional staff and they are now able to take on more technical responsibilities relating to the school, problem children, and their families.

The social service staff also assumed responsibility for dealing with the courts (Juvenile and Adult) in enforcing the school attendance laws, since school attendance is considered to be a right of children.

The social service staff, with their direct contact with students, parents, and the community, are in a position to communicate need changes, improvements, and unmet needs within the school and the community.

The child with attendance problems is a handicapped child. The social service worker helps the school, the child, and his parents to find solutions for the problems which have created absenteeism.

IV. Evaluation

During the academic year from September, 1970 through June, 1971, the social workers and attendance aides made 22,025 contacts with parents, pupils, school personnel, and other community agencies in their efforts to help Model Cities' pupils solve some of their problems and to encourage school attendance. The staff consisted of three full time social workers, seven full time attendance aides, and eight half time attendance aides. Only three full time aide positions were actually funded under Teacher-Pupil Services; the equivalent of eight full time positions was loaned from the Extended Day Program. Because the reporting format required by Model Cities was changed in January and February, 1971, some estimation of categorical data had to be made to obtain the following table. There are also some slight deviations in grouping as compared to that reported last year and no separate data for courts and social agencies was kept this year; all contacts with community agencies outside of the schools were tallied under a single heading.

TABLE XIX

CONTACTS BY SOCIAL WORKERS AND ATTENDANCE AIDES, BY TYPE, ATLANTA MODEL CITIES ELEMENTARY SCHOOLS, 1969-70 AND 1970-71

	Sept., 1969-June, 1970		Sept., 1970-June, 1971	
Type of Contact	No.	Per Cent	No.	Per Cent
Home Visits	1234	40.8	5286	24.0
Telephone Contacts	—	—	3105	14.1
Pupil Interviews (School)	763	25.2	3165	14.4
Parent Interviews (School)	291	9.6	5008	22.7
School Personnel Conferences	512	16.9	4450	20.2
Community Agency Conferences	228	7.5	1011	4.6
Total	3028	100.0	22025	100.0

Attendance aides comprise 82% of the total staff working on the assignments and they made 83% of the total contacts. Since their role is primarily to assist in determining the reasons for absenteeism and to help solve the resulting problems in order to enable the return of the child to school, it would appear that attendance was the major reason for referral to social service.

Data are available on reasons given to the staff for absences. These data were reported for four months - October, 1970, and March, April, and May, 1971.

TABLE XX

REASONS GIVEN FOR ABSENCES, ATLANTA MODEL CITIES ELEMENTARY SCHOOLS, OCTOBER, 1970 AND MARCH - MAY, 1971

Reasons	Responses	
	No.	%
Health	901	55.1
Economic	155	9.5
Moved, withdrawn	106	6.5
Parental supervision inadequate	93	5.7
Overslept	46	2.8
No excuse	40	2.4
Accidents	37	2.2
Death in family	16	1.0
Suspended	17	1.0
Family problems	13	0.8
Weather	10	0.6
Other	10	0.6
No contact made	190	11.6

Of those who are reported under "Health" as a reason for being absent approximately 10% were out because of illness among members of the family. The other 90% either were reported as ill or as having a medical or dental appointment. Among the children who were absent for "Economic" reasons, the three main problems given were lack of clothes (13%), lack of shoes (59%), and babysitting with younger family members (26%).

The social workers refer cases to other staff members or to other agencies as needs so indicate. The number of these referrals increased 135% this year.

TABLE XXI

REFERRALS BY SOCIAL WORKERS TO OTHERS
ATLANTA MODEL CITIES ELEMENTARY SCHOOLS, 1969-70 AND 1970-71

Type Agency	Sept., 1969-June, 1970		Sept., 1970-June, 1971	
	No.	%	No.	%
Other School Personnel	58	32.8	245	58.9
Social Agencies	64	36.1	119	28.6
Courts	55	31.1	52	12.5
Total	177	100.0	416	100.0

From September, 1970 through June, 1971, the social workers did hold approximately 70 group meetings. Most of these were with community groups (68%) in an effort to strengthen school-community relationships.

The key objective, from an immediate standpoint, of all these activities is to reduce absenteeism and to make it possible for the student to receive maximum benefits from education. During the school year 1968-69, Model Cities elementary schools had an average attendance of 86.5%. This figure increased during 1969-70 to 88.7%. The comparable city-wide figures were 91% and 92.3%. For the 1970-71 academic year, Model Cities elementary schools had an average attendance of 88.6 in comparison to a city-wide figure of 91.2%.

Table XXII shows the average per cent of attendance by year for Model Cities elementary schools for the school year 1969-70 and 1970-71. Also given is the mobility index for the same year; the 1970-71 indices are marked by plus or minus to indicate whether the migration was, in the majority, into or out of the school.

TABLE XXII

PER CENT OF ATTENDANCE AND MOBILITY INDEX
ATLANTA MODEL CITIES ELEMENTARY SCHOOLS, 1969-70 AND 1970-71

School	Per Cent of Attendance 1969-70	1970-71	Mobility Index 1969-70	1970-71
Adair	91	91	.43	.68(+)
Bryant	87	89	.40	.48(-)
Capitol Avenue	86	87	.36	.42(-)
Cooper Street	89	92	1.27	.35(-)
Crogman	91	92	.26	.17(-)
Dunbar	88	89	.29	.26(-)
Gideons	91	89	.35	.36(-)
Grant Park	87	87	.94	.85(-)
Johnson	92	91	.31	.28(-)
Jerome Jones	90	89	.65	.65(-)
Pryor	89	90	.44	.31(-)
Slaton	84	86	.62	.53(-)
D. H. Stanton	90	91	.30	.33(+)

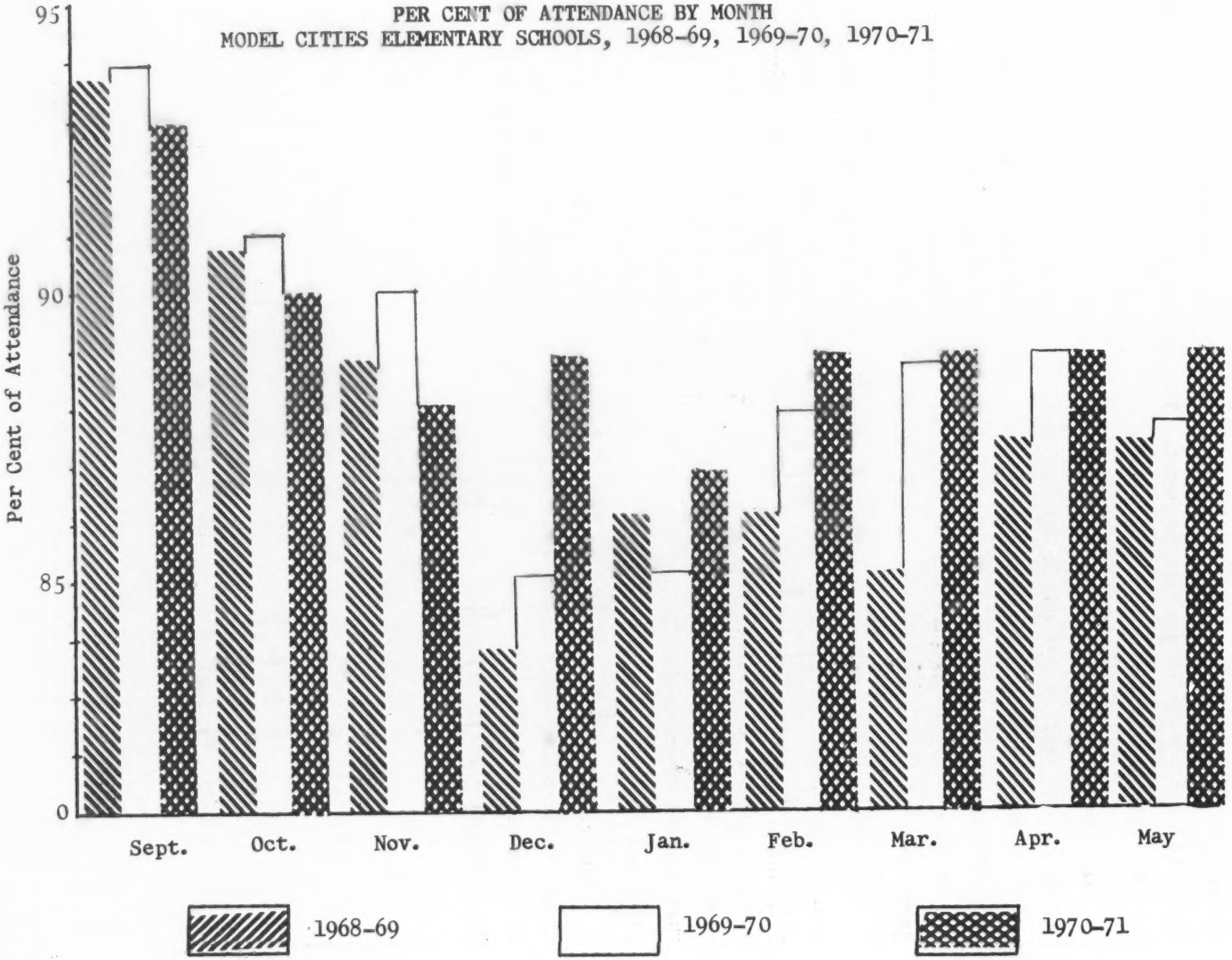
From Table XXII, eight schools did gain one or more percentage points over the previous year, two did not change, and three lost one or more percentage points as compared to last year. Figure B shows the month by month percentage of attendance for all of the Model Cities elementary schools over the past three years. The 1970-71 figures present a slightly different pattern; the first three months were lower than the previous year, but the last six were higher. In addition, a plateau of 89% was attained and held for all but one of the last six months.

V. Conclusions and Recommendations

Social services had as an objective for the 1970-71 year the reduction of absenteeism by one per cent among the Model Cities elementary schools.

CHART B

PER CENT OF ATTENDANCE BY MONTH
MODEL CITIES ELEMENTARY SCHOOLS, 1968-69, 1969-70, 1970-71



54

The total percentage of attendance for all thirteen schools decreased by one tenth of one per cent from 88.7 in 1969-70 to 88.6 in 1970-71. However, eight individual schools attained or exceeded the goal while only three had a decrease in attendance rates. The remaining two of the thirteen neither lost nor gained.

The levelling off of the total percentage of attendance for the latter months of the year at 89% may be an indication that the over-all goal of the Model Cities Evaluation Component to reach a 92% attendance could be unrealistic. The addition of more day-care services for younger children and the results of a system wide study tc determine some possible changes in policies regarding the processing of attendance data may still make the original goal attainable.

In order to more effectively use the social workers' time during the coming year, increased inservice training is being planned for attendance aides. These aides are the front line defenses in the attendance efforts, and if they can be better equipped to handle situations independently, the social workers can have more time to develop interagency cooperation and to solve more complex problems that present themselves. It would also seem more logical to allocate all aides positions to the Teacher-Pupil Services budget in the future.

Another area in which assistance is needed that would free the time of the social workers and aides to do more case work and to have more effective follow up is clerical help. At present, there are no real resources available, and the clerical load in case work activity is quite large.

Lead Teacher Activities

I. Rationale

Lead teachers will be able to suggest and recommend grouping techniques which will cut across the traditional classroom concepts as well as grade levels and help broaden the range of competencies of Model Neighborhood teachers. Increased involvement of the entire faculty will be promoted by the lead teachers who will assist classroom teachers in improving the competencies of pupils. Through demonstrations, lessons, conferences, and discussions, these lead teachers will serve as resource persons for the total faculty.

II. Objectives

The enabling, interim and terminal objectives of each of the lead teachers were specifically stated by each for their own speciality. The following are statements of the common threads among them.

A. Enabling Objectives

1. Definition of roles and responsibilities of each person involved—the Principal, the Lead Teacher, and the classroom teacher
2. Proper and necessary equipment and supplies accesible to teachers

B. Interim Objectives

1. Provision of assistance in requested areas
2. Introduction of new and relevant teaching concepts
3. Demonstration of materials and equipment in classroom
4. Making new equipment available on loan basis and instructional assistance in using it
5. Conducting of workshops when and where appropriate

C. Terminal Objectives

1. For the reading program:
   a. Training teachers to become more efficient in diagnosing, prescribing and preparing instructional material that will be most beneficial to the pupils

b. Given diagnostic scores from the Diagnostic Inventory (Pre and posttest results) the scores will be compared to determine whether the experimental group now shows more proficiency in the knowledge of subject matter.

c. Contributing to the overall goal of raising the Model Cities achievement level to that of the city-wide achievement average.

2. For the Early Childhood Development Activities:

a. To provide greater opportunities for teachers to be more flexible in their instructional methods in order to allow for individual differences in space, style, and range of learning for each student.

b. To provide additional opportunities for teachers to create an environment that is child-oriented and a curriculum that will include a wide range of open-end experiences where children can progress in a self-satisfying pace and experience success.

3. For the Mathematics Program

a. To change teacher attitudes so that they:

(1) become more accepting of and understanding of the behavior of MNA pupils,

(2) have a more positive reciprocal relationship with said pupils,

(3) adopt more flexible and progressive teaching techniques.

b. To determine a set of behavioral goals that are relevant to the educational needs of MNA pupils.

III. Procedures

The Model Cities Lead Teacher Program is designed to make available to teachers in the Model Cities schools the services of teachers who are specialists in the areas of mathematics, reading, and early childhood development. These lead teachers work with teachers in the classroom and in workshops to acquaint them with new teaching techniques, the best ways of using instructional materials, and ways to improve the planning and implementation of their instructional programs.

These services are available to teachers at their own request or at the suggestion of the principal, but it is not mandatory that every teacher use

them. During the school year 1970-71, Model Cities lead teachers worked with approximately 105 teachers and teacher aides in ten Model Cities schools. Workshops were conducted at various times throughout the year. Each lead teacher visited each of the classrooms they worked with at least once a week and sometimes more often.

IV. Evaluation

A Teacher Attitude Survey developed by the Department of Educational Programs of the Cincinnati Public Schools was administered to teachers in seven of the schools which used Model Cities lead teachers. This study was designed to determine if attitudinal differences existed between teachers who worked with Model Cities lead teachers and those who did not.

Analysis of the data was in two phases. First the teachers were divided into two groups, those who worked with lead teachers and those who did not. Chi-square analysis was used to determine whether there were any significant differences in the attitudes of the two groups of teachers.

The second phase of the analysis dealt with the differences in the attitudes of teachers who worked with Model Cities lead teachers and those who worked with other lead teachers. The responses of the group of teachers who received the services of lead teachers from Model Cities as well as from other sources were disregarded during this phase of the analysis since their attitudes could not be attributed to the influence of lead teachers from either group. Gideons and Jerome Jones were also excluded since they did not receive lead teacher services from any source other than Model Cities. Here again, chi-square analysis was used.

The first phase of analysis showed significant differences at the .01 level for at least one factor infive of the seven schools surveyed. There was not a significant difference in attitude when the responses of the teachers from all seven schools were combined except on the library resources factor. There was a significant difference in overall attitude in four of the schools, but not for the seven schools combined. In two of the schools where there

were significant differences, the more positive attitude belonged to the lead teacher group and in the other two cases it belonged to the no lead teacher group.

In five schools there were significant differences of attitude for the Pupil-Parent Characteristics factor. In the second phase of analysis, this was the only factor for which there was any significant difference. No overall differences in attitude between teachers who worked with Model Cities lead teachers and those who worked with other lead teachers were identified.

The conclusions to be drawn from this study are that, although there may be differences from school to school, there are no differences in the attitudes of teachers who work with lead teachers and those who do not or in the attitudes of teachers who work with Model Cities lead teachers and those who work with lead teachers from other sources.

TABLE XXIII

RESPONSES TO TEACHER ATTITUDE SURVEY, SELECTED MODEL CITIES ELEMENTARY SCHOOLS, 1970-71

Factors	Teacher Attitude Survey, Factor Averages*							
	Bryant	Crogman	Dunbar	Pryor	Slaton	Gideons	Jerome Jones	All Schools
Teaching Conditions	4.69	4.93	4.19	3.69	4.58	5.11	4.54	4.49
Program Improvements	4.66	5.38	4.60	4.50	4.65	5.92	4.65	4.89
Library Resources	5.38	5.66	5.67	5.44	5.33	6.25	4.36	5.46
Books and Supplies	4.22	5.40	4.33	4.30	4.50	5.63	3.66	4.54
School Plant	1.88	5.26	3.08	4.91	4.16	5.14	3.33	3.94
Morale	5.45	6.13	4.27	5.08	4.88	6.37	4.97	5.21
Special Education	3.51	4.46	2.77	4.15	3.86	4.90	3.84	3.93
Pupil-Parent Characteristics	3.63	5.06	3.70	3.86	3.72	5.10	4.21	4.12
All Factors	4.41	5.29	4.08	4.49	4.27	5.68	4.20	4.58

*1 = Poor, 4 = Neutral, 7 = Good

During a four-session workshop at Dunbar given by the lead mathematics teacher, the participants were asked to fill out a questionnaire which was designed to measure their attitude toward math and teaching math. The purpose of this questionnaire was to get some general idea of how the group felt about teaching math, so that the lead teacher would be better able to work with them. It was found that there were two distinct groups, one which felt uncomfortable with math and one which enjoyed and did feel comfortable with the subject. On the basis of these findings, the lead teacher was able to formulate some plans for changing the attitudes of the first group and for providing whatever both groups needed to be able to do a better job.

In the opinion of the lead teacher, this workshop was successful in that it motivated teachers to use the manipulative mathematics materials that are available in the classroom and the math laboratory. It also opened up lines of communications between the lead teacher and regular teachers.

The main goal of the lead reading teacher was to train teachers to become efficient in diagnosing, prescribing, and preparing the instruction that will be most beneficial to the pupil. Her means of accomplishing this was through classroom observation and individual conferences with the teachers. The Newman Analysis Sheet developed by Dr. Robert Newman of Syracuse University and the Informal Reading Inventory developed by Dr. J. E. Aaron of the University of Georgia were used for diagnostic and instructional purposes.

The lead reading teacher also worked with teachers on setting up Learning Centers in their classrooms. Learning Centers are areas set apart in the classroom where pupils can use a variety of instructional materials, books, puzzles, games, listening stations, tape recorders, etc.

The Early Childhood Development Specialist worked with Kindergarten teachers in four schools. Her main objective was to serve as a resource person for these teachers, someone from whom they could get help on particular problems and from whom they could obtain instructional materials. Each school in which she worked had its own needs, so her activities varied from school to school.

At Crogman she served as a resource person in language arts. She also conducted a workshop on the use of teacher-made instructional materials. A questionnaire was sent to the ten teachers who participated in the workshop as a follow-up. The responses revealed that the ideas and suggestions presented in the workshop were beneficial. All six of the teachers who returned their questionnaires had made materials for reading and four had made them for math.

At Bryant she served as a resource person to help the kindergarten teacher plan stimulating and innovative learning experiences for her class. She performed similar services at Slaton.

At Dunbar she worked with two kindergarten teachers to help them become more creative and less traditional in their planning, scheduling and use of materials and classroom environment. She encouraged them in establishing interest centers in the classroom, putting science materials in one area, language development in another, manipulative skills materials in another, etc. She worked with the teachers to increase their knowledge of childhood development and growth and curriculum for early childhood and conceptual learning. She also assisted them in becoming more flexible in dealing with pupil behavior problems.

At Johnson and Pryor, the Early Childhood Specialist, at the request of the Extended Day Coordinator and the principals, held workshops for the aides who cared for kindergarten children during those hours they were not in the regular kindergarten program. These workshops were designed to bring about coordination with and extension of the regular kindergarten program into that provided these children by Extended Day. The Extended Day Coordinator and staff were very complimentary of the assistance given.

The three lead teachers worked together to present a "Get-Involved" workshop for the Dunbar summer school staff. The workshop lasted two weeks and dealt with three topics, Classroom Management, Behavioral Objectives, and Learning Centers. The workshop used the Cruickshank Inner-City Stimulation Laboratory Materials. The participants were asked to evaluate the workshop in terms of its objectives, relevance, organization, etc. The responses were overwhelmingly positive.

V. Conclusions and Recommendations

Isolating and evaluating the effects of the lead teachers is difficult in the current method of operation. The most reliable criterion is the analysis of what the classroom teachers themselves think about the services offered by the lead teachers. This is not intended to imply that the services have no value; indeed the classroom teachers are very verbal in their endorsement of the services. The services are offered in so many schools now that each lead teacher has little chance to be directly effective at the classroom level. Perhaps if each teacher concentrated on one or two schools per quarter with the wholehearted support and backing of the school administration, some more specific goals could be spelled out and measures made of the degree of accomplishment.

If the present plan of providing services across a broad base is to be continued, then a new set of objectives in some cases and different kinds of measurements in some need to be used for evaluation. The focus should be directly in the teachers with whom the lead teachers work.

INSERVICE TRAINING PROGRAM

I. Rationale

Teaching culturally disadvantaged children requires some special skills and techniques. The Inservice Training Program will provide training in these areas to teachers in Model Neighborhood Area schools. Workshops after school and on Saturdays and during the summer will be devoted to problems of the disadvantaged, individualization of instruction, parent and community involvement, and making the curriculum relevant.

II. Objective

The Inservice Training Program will provide the teaching staff of the Model Neighborhood Area schools with more appropriate training for teaching the culturally disadvantaged child.

III. Procedures

The Inservice Program presents a unique set of problems which has made it difficult to operationalize the program. Specifically, the activities are limited to Model Neighborhood Area teachers and can be engaged in only after regular school hours and the only incentive that can be offered are increment credit and personal professional growth.

Most of the Model Neighborhood Area teachers who need increment credit take advantage of the summer Inservice Programs offered under other auspices where the courses can be taken in morning hours and frequently have other monetary stipends as well as increment credit and/or graduate school credit.

Even though formal inservice courses in math, reading, and early childhood education were offered during the 1970-71 academic year, there were not enough responses to justify the use of facilities and staff to conduct the courses. Most of the inservice training carried out this year during the school year consisted of the lead teachers assisting the teacher that they worked with in improving their professional skills and competencies. These activities were generally engaged in during the regular school day in the various classrooms. There were two faculty workshops held, one at Dunbar and one at Pryor, at the request of the principals; no increment credit was sought, nor was any given.

Inservice courses were carried out during the summer months by the lead teachers. The areas covered were:

1. Writing Behavioral Objectives
2. Classroom Management
3. Establishment and Implementation of Learning Center
4. Contract Writing
5. Prescriptive Teaching in Early Childhood

Increment credit only was given for these workshops.

IV. Evaluation

The activities of the lead teachers during the regular school year has been discussed in a previous section. The final evaluation of the summer workshops can not be accomplished until later in the regular school year. However, the consensus of the participants was that their attendance had been worth-while.

V. Recommendations

These activities and those of the lead teachers should probably be combined into one program under the heading of Inservice Training Activities.

During the coming school months, efforts will be made to evaluate samples of classroom performance based on summer inservice participation since changing classroom performance is the final objective of all inservice.

Some consideration may be needed regarding the lack of stipend funds and/or graduate credit offerings in this program.